

Neighborhood Planning for Community Revitalization

**Fulton NRP Education Task Force
Effective Education/Community Programs**

by Jennifer Gillespie

A CONSORTIUM PROJECT OF: Augsburg College; College of St. Catherine; Hamline University; Higher Education Consortium for Urban Affairs; Macalester College; Metropolitan State University; Minneapolis Community College; Minneapolis Neighborhood Revitalization Program; University of Minnesota (Center for Urban and Regional Affairs; Children, Youth and Family Consortium; Minnesota Extension Service); University of St. Thomas; and Minneapolis community and neighborhood representatives.

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I. Summary

At the request of the Fulton Neighborhood Revitalization Project, Education Task Force, a survey of education/community programs that positively impact student achievement was conducted. The overall project has four phases with this being Phase I, identification of best practices. Phase II is implementation plan research and design, Phase III is implementation, and Phase IV is follow-up and evaluation. The funding for this project was provided by Neighborhood Planning for Community Revitalization(NPCR).

This report is the result of a three month applied research project conducted in the Fall of 1995. Wendy Friede, a volunteer with the Fulton NRP Education Tack Force secured the funding for this project from NPCR. Ms. Friede was the project supervisor, and as such, provided on-going guidance to the research assistant and was a major contributor to this work. Karen Bergman, School Partnership Coordinator with Minneapolis Youth Trust(MYT), served as a community mentor. MYT is a small non-profit organization that promotes and acts on the community's responsibility to work together to prepare Minneapolis youth for life and work. The Youth Trust will initiate, facilitate and develop partnerships and collaborations to help organizations achieve together what they cannot do alone.

The project entailed extensive library and interview research into education programs that leverage community resources. The initial emphasis was on establishing research based guidelines for effective community programs. This was followed by surveying members of the education community in Minneapolis, the State of Minnesota, and the nation, to ascertain what programs exist.

This report was created to assist the Fulton NRP Education Tack Force in determining what projects they will recommend to the NRP Steering Committee. This report has been written in such a way to clearly disseminate the information that the recommendations are based upon. In order for this report to be a tool in the development of an implementation plan, it is intended to be as brief as possible, while including as much program description and contact information as prudent. Included in the report are: background information on the neighborhood, the education task force goals and objectives, neighborhood resources and stakeholders, program descriptions, additional resources, and recommendations.

II. Background

The Fulton neighborhood is defined as all persons living in, working in, attending school in, or having a vested interest in the future of the neighborhood. The physical boundaries are France Avenue to Penn Avenue, between 47th and 54th streets.

The total population of the Fulton Neighborhood is 5,988, of which 98% are white. The population includes approximately 45% between the ages of 25-44, 12% under 10, and roughly 11% over 65. Of the 2,620 households almost two-thirds (64.5%) of the households in the neighborhood are family households. A household is characterized by two or more people related by blood, marriage or adoption, living in the same household. 41.8% of all family households in the neighborhood have children under the age of 18. The median household income is \$45,563 and the median family income is slightly higher at \$54,536. Of the 1.2% of persons in the neighborhood who live below poverty level none are children.

Fulton Elementary School is the only public school in the physical boundaries of the neighborhood. Although the neighborhood population is homogeneous, the student population includes children of many ethnic backgrounds, drawing from many neighborhoods. Of the 611 students, 74 are African American, 11 are Hispanic American, 254 are Asian American, 6 are American Indian, and 281 are White American. There is a parochial elementary school, a Montessori Day Care, and three major retail intersections within the Fulton boundaries, and a high school immediately across a border.

The Fulton Neighborhood Association conducted a survey to determine the interests of the residents to focus initial NRP efforts. The theme of education emerged as one of six top priorities. They reported the following results:

Education Theme

19.4% of respondents prioritize education

37.8% of respondents support improved quality of schools

9.9% of respondents support community involvement in education

The NRP Steering Committee established the Education Task Force based on the results of the survey. Their initial task was to better identify the opportunities and begin to recommend strategies to address each. The task force is made up of parents, non-parents, educators, administrators, and steering committee members. The following goals and objectives were developed by the task force members.

Fulton NRP Education Task Force Goals and Objectives

Goals:	1. To establish connections between Fulton Neighborhood schools, residents, businesses, and organizations	2. To sustain and build upon the quality of Fulton Neighborhood schools
Objectives:	<ul style="list-style-type: none"> • Create a "Town Hall" at Fulton School for neighborhood meetings, gatherings, and educational programs, encouraging a sense of community and history for the neighborhood • Develop a "one-stop" center for Family & Parenting Resources at Fulton School for all neighborhood families • Develop methods of communication between Fulton neighborhood schools, residents, businesses, and organizations • Promote the quality and successes of Fulton neighborhood Schools • Create a "Trust Fund" of human and financial resources to support Fulton neighborhood schools and students • Develop a computer technology lab at Fulton School that will be accessible to all Fulton neighborhood schools, residents, businesses and organizations • Promote opportunities for Fulton Neighborhood residents, businesses and organizations to volunteer in the neighborhood schools, and encourage student volunteer projects in the Fulton Neighborhood 	<ul style="list-style-type: none"> • Support schools as places where respect, responsibility, independence, and collaboration are taught • Maintain student bodies that are diverse culturally and economically • Provide students with challenging curriculum and state-of -the-art technology • Repair and restore Fulton School, addressing issues of over crowding, lack of gym space, and visual impact of the surrounding neighborhood • Provide support and resources to the staff and administration of Fulton Neighborhood schools

III. Fulton Stakeholders and Partners

Stakeholders	Major Initiatives	Timing	Past Collaboration	Contact
NRP Steering Committee	<ul style="list-style-type: none"> •Working on Step I •Overseeing 6 task forces to ensure fairness 	<ul style="list-style-type: none"> •Presents recommendation in March and gain neighborhood approval 	<ul style="list-style-type: none"> •Provided research input for Phase I 	Jim Kerben 922-8646
NRP Education Task Force	<ul style="list-style-type: none"> •Create and implement strategies that promote community involvement in increasing achievement of students in Fulton schools 	<ul style="list-style-type: none"> •Presents to Steering Committee in March 	<ul style="list-style-type: none"> •Reviewed progress with task force 11/95 	Gina Mathews Wendy Friede 920-2102 Jill Smith 922-2770
Partners	Major Initiatives	Timing	Past Collaboration	Contact
Fulton Neighborhood Association (FNA)	<ul style="list-style-type: none"> •Neighborhood wide concerns. NRP Steering Committee reports to FNA 	<ul style="list-style-type: none"> •Monthly Meetings 	<ul style="list-style-type: none"> •Contributed to interviewing and hiring of research assistant •Helped to identify resources 	Jay Jaffee
Fulton Elementary School Leadership Council	<ul style="list-style-type: none"> •Strategic Plan 	<ul style="list-style-type: none"> •Plan will be ready to be presented to the district in early March 	<ul style="list-style-type: none"> •Contributed to hiring of research assistant •Provided research input for Phase I •Continuous dialogue to review alignment of Fulton elem. plan & NRP direction 	Frank Hinkle Mary Fredricks Robin Peabody
South West Community Partnership	<ul style="list-style-type: none"> •Pulling together SW neighborhood resources to discuss collaborative opportunities. Enhances existing programs 	<ul style="list-style-type: none"> •Next meeting 1/12/95 	<ul style="list-style-type: none"> •None at this point 	Tom Neiman
Christ the King	TBD			
Church of Good Shepherd	TBD			
50th & France Business Assoc.	TBD			
Fulton Business Association	TBD			
SouthWest Journal	TBD			
SWAC	TBD			

IV. Programs

Rationale

The volumes of literature examining the relationship between parent/adult involvement and student achievement present a clear pattern of a positive relationship. This relationship is the foundation of the research and recommendations presented by this researcher. Several prominent researchers have conducted extensive reviews of the literature and have reached similar conclusions. (Illinois State Board of Education, 1993). The forms of parent/adult involvement are varied and fall into three major categories: parent-child relationships in the home, parent training, and parent/school/community partnerships. Based on her comprehensive review of the research, Anne Henderson, (1981, 1987) surmises that "...there is no one best way to go about it. The form of parent involvement does not seem to be as important as that it is reasonably *well-planned, comprehensive, and long lasting*." The concept of parent involvement in the education of their children, particularly the partnership model holds great promise. (Swap 1990).

Communities can be a powerful influence on parents and children. The US Department of Education endorses communities connecting families and schools. They recommend:

- Reinforcing parenting skills by providing training in parenting and early childhood education, literacy and career training, referrals for services and other helpful programs.
- Providing mentoring programs so that youth may be assured of tutoring and guidance from responsible adults.
- Enlisting community volunteers, including retired and older citizens.
- Offering after school and summer learning and recreation programs.
- Encouraging parent and school involvement in community councils and special projects.

Dr. Joyce Epstein, Principal research Scientist, center for Research on Elementary and Middle Schools, Johns Hopkins University offered the following four conclusions on parent involvement as a result of her studies: The most basic and compelling reason to involve parents is student success, parent involvement is a process, not an event, and parent involvement is not a substitute for excellent school programs. Epstein described five types of Parent Involvement (1) Parenting- helping all families establish home environments to support learning. (2) Communicating- Designing more effective forms of communication to reach parents. (3) Volunteering - Recruiting and organizing parent help and support. (4) Learning at home- Providing guides to parents on how to help at home. (5) Decision Making - recruiting and training parent leaders to participate in school decision making.

The National Association of Partners in Education, Inc. (NAPE) defines "partnership in education" as a collaborative effort between a school(s) or school district(s) and one or more community organizations with the purpose of improving the academic and personal growth of America's youth. The following partnership programs are grouped into seven categories; Mentoring, Tutoring, Work Readiness, Art, Environment, Parent Participation, and Technology.

Program Descriptions

Mentoring

In mentoring programs, interested persons offer emotional support, guidance, and specific assistance to young people. Mentoring can provide a rewarding experience for students as well as for the mentor. Traditional mentor programs pair one adult in a friendship oriented role model relationship with one child.

Screening and training of mentors is required.

Everybody Wins - New York City mentoring program based largely on the premise espoused by Jim Trelease (author of *The New Read Aloud Handbook*), that if good literature is read to children, they will perceive that reading is enjoyable and interesting and will become motivated to read. Contact: Lolita Chandler, Everybody Wins Foundation, Inc., 10 Park Ave. Suite 20G, New York, NY 10016, 212/353-5489.

HOSTS (Help One Student to Succeed) est. in 1972, is a structured mentoring program in language arts that helps students in kindergarten through twelfth grade with reading, and higher order thinking. Each student is matched with a trained mentor who provides attention, motivation, and support. The mentors are given carefully designed individualized lesson plans drawn from a comprehensive computerized data base. These lesson plans are tailored to a students learning style, reading level, and motivational interests. Simple instructions are supplied for the mentors and students to guide them in learning activities geared to real life application. Over 900 programs nationwide. Costs \$27,900 first year, \$5,000 annual. Contact: Bill Gibbons, HOSTS Corporation, 8000 N.E. Parkway Drive, Vancouver, WA 98662, 800/833-4678, (bgibbons@hostscorp.com).

Teaching-Learning Communities (T-LC) Mentor Program in Ann Arbor, Michigan, was established using older volunteers to give potential dropouts the guidance and motivation they need to stay in school. More than 200 mentors are working with students on a one-on-one basis from one to five times a week.

Two additional mentoring programs are: Big Brothers/Big Sisters and Project Spirit, a daily after school program(Carnegie Council on Adolescent Development).

Tutoring

In traditional tutoring programs, a volunteer works with one student individually. In group tutoring programs, one volunteer works with a small group of young people. Tutoring usually focuses on one particular set of skills. Screening and training of tutors is required.

Children of the Future is a community based tutorial program for at-risk students. Teachers refer students who are falling behind in reading and math, parental permission is obtained, and the tutors and students are matched. Contact: Gwendolyn Platt, Abbott Laboratories, Dept. 38-L Building A-11401 Sheridan Road, North Chicago, IL 60064, 708/937-5107

The Junior Great Books Read-Aloud Program targets kindergarten and first grade students. Children listen as an adult reads a story or poem to them and express their interpretations through drawing, dramatization, and sharing questions and ideas. The stories and poems in the Read-Aloud series are from cultures around the world. Student books, activity books, teacher's editions, and leader's guides and support materials such as bookmarks, posters, and awards are available. The basic Leader Training Course, a two-day intensive workshop taught by a foundation instructor, is required for those who plan to lead a Junior Great Books program. The Great Books Foundation also offers reading and discussion programs for children in the second to twelfth grades and for adults. Approximately twenty percent of the school districts in the country use the Junior Great Books Read-Aloud Program. Leadership Training course is \$70; curriculum training and classroom material costs vary. Contact: the Great Books Foundation, 35 E. Wacker Drive, suite 2300, Chicago, IL 60601-2298, Steven Craig, 312/332-5870

Andersen Open School offers many different programs including parent education, early elementary tutoring and family case management services.

Work Readiness

Work Readiness programs focus on the application of work related skills. In these programs, a volunteer works with a group of students, combining classroom and real-world experience.

Kids and the Power of work (KAPOW) a national program designed to help elementary students understand the connection between doing well in school and future employment. Aimed at 2nd, 4th, and 6th grade students. Richard Green Central Park School. Contact: Barb Alfrey Haugan, Pillsbury Company, 612/330-4581.

Business Economics Education Foundation (BEEF) provides six programs to promote the study and teaching of business and economics to students and educators in grades K-12 throughout Minnesota. The programs are: Classroom Plus, the Stock market Game, Eco Sense and Eco Sense-It's Elementary, Minnesota Business Venture, Business Adventure, and Teachers in the Workplace. Contact: Zeeda Magnuson, 123 North Third Street, Suite 504, Minneapolis, MN 55401 612/337-5252.

Junior Achievement of the Upper Midwest. Junior Achievement seeks to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready. Volunteers, who are trained by JA and use JA curriculum materials, facilitate weekly lessons in classrooms, K-12, for five to twelve sessions. Contact: Doris Pagelkopf, 3939 West 69th Street, Minneapolis, MN 55435, 612/927-8354.

Arts

Arts programs offer a fun way to learn how to cooperate with others, work toward goals, engage in creative play, and express feelings. Students can develop everything from eye-hand coordination to cognitive and communication skills through involvement with the arts. With new competence comes healthy self esteem.(Jordan, United Arts). Arts programs range from individual to group activities.

There are many arts programs already in operation in Minneapolis. *The Heads Up Hands On, A Guide to Youth Arts Activities in the Twin Cities* includes a comprehensive listing of available programs.

Environment

Environmental programs focus on teaching a specific topic, the environment. The activities are group oriented.

Chiron Middle School - MiniAqua program, DNR developed curriculum to teach science related concepts and incorporate a service component. Water quality and testing. Contact Lynn Iverson, Principal, Chiron Middle School, 612/627-3250

Eco-SENSE-It's Elementary teaches students about the profound impact that they, their families and their communities have as consumers on the environment. Through grade specific activities and interactive lessons, children deal with problems of scarcity inherent to economic growth and development coupled with environmental concerns. EcoSENSE is a program of the Business Economics Education Foundation (BEEF).

Parent Participation

Parent Participation programs provide parents with skills to enhance their child's education. They can also involve non-parent community members in education.

Home Instruction Program for Preschool Youngsters (HIPPY), promotes school readiness by enhancing parents' involvement in their child's academic success. HIPPY is a home based program designed for parents with limited formal schooling to provide educational enrichments for their preschool children. Parents are provided with daily instructional packets and required to work with their children fifteen minutes a day, five days a week, thirty weeks a year for two years, the second of which is the year the child is in kindergarten. The parent is trained by a paraprofessional from the same community who also has a four year old in HIPPY. The paraprofessional visits the home every week. Twice a month the parents gather to share their experiences with their peers and to participate in enrichment programs covering topics such as health, safety, stress management, and job training. HIPPY was developed in Israel and was introduced to the US in 1986. In Minneapolis, HIPPY works in conjunction with EVENSTART in the Philips neighborhood. Costs average \$1,000 per family per year. Training and technical assistance provided by HIPPY USA, 53 W. 23rd Street, New York, NY 10010, Contact: Kathryn Greenberg, 212/645-2006.

A parent training program that prepares parents to participate in child-parent-teacher days at the beginning of each school year is successfully operating in Tacoma Washington (Lewis 1994).

The School Development Program created by James Comer is designed to reduce the barriers between the school and home. It assumes that many poor families and middle class staff in schools are distrustful of each other. To counter this situation, the program attempts to engage parents in the schools through (1) encouraging parents to participate in a management and governance team (2) teaching parents how to help their children learn (3) sponsoring workshops and dinners and other social events that bring parents and school staff together. These programs can improve student achievement and behavior in school and encourage families to become more involved in their communities by taking a greater interest in local elections and using community services that they previously distrusted. This program now operates in 375 schools in 19 states across the country. (Comer, 1988).

Hiawatha Elementary School K-3 program focuses on developing parents as partners in the process of helping students acquire entry level skills. The goals of the program are to increase parent understanding of the skills their children need to be successful in kindergarten, increase positive interaction at home, increase parent knowledge of services available in the community and increase parent involvement in the planning and implementation of workshops. Parents sign participation contracts and are included in activities such as training sessions, community resource field trips and other learning experiences. The school provides childcare during school hours, evening meetings for employed parents, two parent workshops each month, extended-day kindergarten four days a week, and transportation for parents without cars during school hours. Contact: Principal Herticina Self.

The Minnesota Hispanic Education Program, directed by Narcisco Aleman, is a parent empowerment program following the Parents as Partners model. The goal is to involve parents and expand partnerships. The group holds monthly training sessions in three languages: English, Spanish, and Hmong. The sessions cover topics such as: What is a school district? How is the district organized? What is the curriculum? How are students evaluated? Monthly field trips are also part of the program. Parent involvement is tracked through the number of times they read to their children, the number of visits to the school, whether they know the names of their child's teacher, etc.

Armatage Contemporary School offers seminars on creative parent involvement in their child's school life. Contact: Phil Skeie, United Behavioral Systems, 612/945-6705.

StayingPower program. Wilder Fundamentals School and the National Retirees volunteer Coalition MN/Staying Power. Retiree lead collaboration that focuses on family involvement in the educational success of children. Included social gatherings, student performances, a special newsletter with family profiles derived from questionnaires, and other projects. Contact: Walt Griffin Chari, StayingPower 612/627-3234.

Ralph Waldo Emerson School in Rosemead, CA attributes the success of their parent involvement to appropriate recognition and constant communication. Contact: Bruce C. Davis, Principal.

Orange Center Elementary and Grand Avenue Elementary, Orlando Florida. These schools created a Leadership and Learning Center which provides numerous services including social services and community education. Contact Mary Timm Community Coordinator 407/245-1750 ext. 436 or 407/849-3200 ext. 2794

"Join the "Par-aide" in Education" Volunteer parents in the classroom enrich and extend the curriculum by sharing their career expertise, enthusiasm about avocations, and cultural knowledge. Offers sample presentation content, letter to parents, format of presentation, and parent surveys. (Hunter, 1989).

"A Successful Parent Involvement Program," The key to this parent involvement program is appropriate recognition and constant communication. Student of the Week program. Calls and letters to parents in their native language. (Davis, 1989).

Parents as Teachers(PAT) is a Missouri program that reinforces successful child rearing skills. It features home visits by parent educators. (Fruchter, Galleta, & White 1992; Pfannensteil, Lambson, & Yarnell 1991)

The MegaSkills Program is designed to help parents help their children develop broadly applicable skills and values like confidence, effort, and responsibility. Workshop leaders train parents and other care givers, who then carry out learning activities with children at home. Increases understanding of parents role in education.(Dorothy Rich 1988). The Minneapolis School District has a master copy of the MegaSkills materials.

Brainerd has a popular parenting workshop series, "Proud to Be a Parent." In designing workshops for parents, committee members selected a non-threatening name for the series and strives to remove barriers that might keep parents from attending. To that end, the workshops had no pre-registrations, each session was held right after work, child care was provided and food was served. Participants paid \$3.00 an evening. A "Proud to Be a Parent" workshop offers eight sessions each evening. The sessions are facilitated by school personnel and local professionals who were creatively induced to offer their services at no charge. Parents choose two of eight sessions in an evening, giving them incentive to return another evening if they are interested in other sessions. Session topics include: Teaching responsible behavior; improving your child's self-image; Self-esteem and schoolwork; teenagers and family life; Don't forget the parent's stress; Home-work-blended family; Chemical abuse/dependency impact on the individual-family-community; and Family systems: What do Beverly Hillbillies and Bill Cosby have in common? An additional positive outgrowth of the workshops has been the formation of a Parent Communication Network.

Technology

Technology can be used to enhance student achievement and to link parents to the classroom. While the information highway has enormous potential, careful planning and training are paramount. Technology programs have the capacity to bring together parents, students, and community members.

In the "Transparent School" model, parents can also leave messages for the teacher and an auto dialing system can place calls to any set of parents to convey changes in school or class related events or other information (Fruchter, Galleta, & White 1992)

A report published by the North Central Regional Educational Laboratory entitled *Designing Learning and Technology for Educational Reform* provides a planning framework for developing a technology plan and technology enhanced programs that complement learning. It is based on the idea that technology that does not enhance students learning has little value in the classroom. In addition, *Plugging In: Choosing and Using Educational Technology*, a document based on this report is available on-line.

"Town Hall"/Shared facilities. A report by the Center for School Change at the University of Minnesota describes the attitude and experience of 302 Minnesota Public School districts in sharing building space with social service agencies and private companies. The shared facility concept has been recommended by several recent national and state reports as a way to provide better service to students and families while making more efficient use of tax funds. This study found: (1)Vast majority of superintendents whose districts share facilities say the benefits far outweigh the problems. (2)Benefits include increased community support for schools, better service to students, and in a few cases, extra room for district programs. (3)44% of the districts surveyed are sharing facilities with social service agencies. (4)School districts of all sizes, in all parts of the state, are sharing facilities. Higher percentage of urban and suburban districts are sharing facilities. (5)The most frequent sharing arrangements involve Head Start, followed by other non-profit agencies, day care and then municipalities.

V. Additional Resources

- Minneapolis Youth Trust(MYT) "School partnerships Manual." MYT is a nonprofit organization that initiates, facilitates, and develops partnerships and collaborations to help organizations achieve together what they cannot do alone. The manual includes guidelines for mentor and tutoring programs, as well as volunteer training.
- Minneapolis High School students have an elective option in community Service/leadership. Students can do community service and or participate in leadership activities in their own neighborhood and receive academic credit.
- Minneapolis School District Volunteer Services and Family Involvement Unit offers the following resources to the schools: support for family involvement, training and placement of classroom volunteers, recruitment of volunteers over the age of 55, and individual support and tutoring of adult learners. Contact Marjorie Kostouros, 627-2242.
- RespecTeen a nation wide effort aimed at helping parents, adolescents, schools, youth-serving agencies, congregations and communities work together in promoting positive youth development. One component of RespecTeen is, "Profiles of Student Life: Attitudes and Behavior," a 152 question, youth needs assessment survey developed by Search Institute in Minneapolis. RespecTeen offers this assessment tool free of charge to communities. Assesses students internal and external "assets."
- National Association of Partners in Education (NAPE) Publications, 209 Madison St. Suite 401, Alexandria, VA 22314, 703/836-4880, A Practical guide to creating and managing school volunteer programs. A training manual for community teams and program managers. this is a how to book with worksheets, samples, materials and evaluations. (\$50) How to organize and manage inter-generational partnership programs. Learn how to involve senior citizens to work directly with students and to assist teachers, administrators and other school staff. (\$50)
- NAPE/MN, 3642 Auger Ave. St. Paul, MN 55110, 612/426-3885, School Volunteer Program start up packet, includes evaluations, recruitment and recognition ideas, applications, forms, newsletters and more (\$5), Youth Service Manual Eight-step guide to planning a youth community service program. (\$10)
- "Mentoring: Elements of Effective practice," A product of the National Mentoring Working Group convened by United Way of America and One to One. Full Resource list available from: United Way of America 701 North Fairfax Street, Alexandria, VA 22314-2045. One to One, 2801 M. Street, N.W., Washington, D.C. 20007

- SEDL Southwest Educational Development Laboratory, Parent Involvement Coordinator's Handbook, Home Activities for Parents English/Spanish, Teacher/Parent Partnerships: Guidelines and Strategies for Training Teachers in Parent Involvement Skills, Positive Parent Booklets (12), Learning Together: Examples of School/Business/Community Partnerships 46 profiles containing info critical for successfully replicating similar partnerships
- North Central Regional Educational Laboratory (NCREL), Parent Involvement Packet. Resources for Urban School Improvement includes a listing of promising programs and practices, with contacts.
- The Parent Institute, President John H. Wherry, Publisher, *Parents Make the Difference!* newsletter, P.O. Box 7474, Fairfax Station, VA 22039-7474, 703/569-9842
- Making School Visits Easier. A variety of techniques including letters, phone calls, and visits by program staff may be needed to recruit low-income parents and parents who lack confidence in dealing with the schools (Goodson, Schwartz, & Millsap 1991)
- Establishing a Home School Coordinator. A parent liaison or home school coordinator can develop parental involvement programs without adding to the workload of teachers. (Lueder 1989)
- Evaluate Parents' Needs. Bridge the distance between families and schools by surveying parents to find out their concerns and opinions about school. Linda Vista School in San Diego, CA.

VI. Recommendations

I have evaluated the programs incorporated in this report on the basis of: ease of implementation, capacity for community involvement and collaboration, and cost. This evaluation is based on three assumptions. 1. It is best to start with easy to do, high impact programs because early successes can be built upon, 2. At this point, the available funds remains to be determined, consequently cost was not a major determinant of these recommendations, and 3. It is best to start with strategies that can be "owned" by a wide cross-section of the Fulton Community.

Ease of implementation. High-Well established, have been replicated, and may offer extensive training and assistance in implementation. Moderate-Have less developed implementation plans and may be more complicated. Low-Labor intensive, require further development prior to implementation.

Capacity for community involvement and collaboration. High-includes entire community in organization and implementation and compliments other community efforts, Moderate-limited role for non-parent community members in implementation. Low-Limits non-parent community members to organization.

Cost. The costs may be offset by creativity in organization, and by altering the scope of the program.

Based on my research and my understanding of the goals and objectives of the education task force, I recommend that the task force consider the following programs:

Program	Type of program	Ease of implementation	Capacity for community involvement	Cost
HOSTS (p.6) K-12	Mentoring	Moderate	High	High (\$30,000 first yr, \$5,000 annual)
Junior Great Books Read A-Loud (p.6) K-1, 2-12	Tutoring	High	High	Moderate (training \$70, plus books)
Junior Achievement (p.7) K-12	Work Readiness	High	High	Low
Join the Par-aide in Education (p.10) K-12	Parent Participation	Low	High	Low
MegaSkills (p.10) K-6	Parent Participation	Moderate	Moderate	Low (district owns materials)
HIPPY (p.9) Preschool-K	Parent Participation	Moderate	Low	High(\$1,000 per family per year)

In addition to recommending these specific programs, I have three additional recommendations:

- Establish a Coordinator Position. These programs are demanding. In the absence of a highly committed and accessible volunteer, a staff person can provide consistency and continuity to the program.
- Utilize High School Students from SouthWest. The ability for high school students to earn credit for their involvement is a great incentive.
- Technology has been identified as a priority by the task force, as a precursor to developing an implementation plan, I suggest that the task force bring together all interest parties and use the *Plugging In* framework. The NRP can play a role in the creation of technology programs by providing sponsorship and input, but it must be a major collaboration with the other stakeholders.

VII. Conclusion

The Education Task Force will use this report as a tool for developing their education plan. The report will be presented to the NRP Steering Committee, and the Fulton Elementary Leadership Council. This marks the end of the first phase of the project. Once the task force has determined the direction it would like to take, phase two begins. Phase two will include the development of an implementation plan, based on the task force's priorities. Funding for a part time graduate research assistant has been approved and will begin January 2, 1996.

VIII. Sources

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